Mahārah Kalām Book: The Implementation at Arabic Course

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Abstract:

In this study, the researchers focus on implementing *mahārah kalām* book at Al-Azhar Arabic course, Pare. This study used a descriptive qualitative approach. The data were collected using observation, interviews, and documentation. Miles and Huberman techniques were used to analyzing the data. The results reveal that: first, the textbooks used are books compiled directly by the founder of the course. There are *al-muhādaṡah* 1, 1500 vocabularies *(mufradāt)*, and *al-qawāid al-taysīr*. Second, in the learning process, the teacher used various methods, namely conversation, singing, question answering, and memorization. Third, the daily evaluation of speaking skills is in the form of a test that requires the students to make a story, which should be memorized and then practiced in front of the class. Finally, the final evaluation covers all the materials learned within 5 -10 minutes.

INTRODUCTION

Arabic learning activities are oriented to develop students' abilities in Arabic and language skills (Albantani et al., 2020; Mubarak et al., 2020). Skills in Arabic are called *mahārah,* which means qualified or independent in every job (Kholishoh, 2018). In learning Arabic, there are four language skills that students must have, namely listening skills (*mahārah al-istimā'*), speaking skills (*mahārah al-kalām*), reading skills (*mahārah al-qirā'ah*), writing skills (*mahārah al-kitābah*) (Hendri, 2017; Albantani, 2018). *Mahārah al-kalām* is one of the most important aspects of language learning (Syamaun, 2016; Mainizar, 2015; Alsulaity, 1429). Moreover, it is one of the primary skills that students must master in the context of learning Arabic.

Some of the factors that cause the unsuccessfulness in learning Arabic are factors from teacher's professional competence (Sanusi et al., 2020) and within students who think that Arabic is a difficult lesson (Faiqah, 2017), and their lack of confidence in Arabic communication (Sanra, 2018). Besides that, the lack of varied media and facilities (Fajriah, 2015) for learning Arabic is also a factor in the unsuccessfulness of learning Arabic. Textbooks are a significant example of Arabic language learning media (Nugrawiyati 2018). This textbook can help students learn something, make it easier for teachers to implement learning, and make learning

activities more exciting or not monotonous (Susanti, 2013). So, teaching and learning activities can run as expected.

In the last five years, *mahārah al-kalām* tend to examine problems, strategies, methods, and media (Nur, 2017; Fajriyah, 2017; Sadiyah, 2018; Bariyah & Muassomah, 2019; Annas, 2020; Hamidah & Marsiyah, 2020; Khusni & Aziz, 2021, Nafsah & Manan: 2021). Jazeri et al. (2018) reported that the pragmatic approach in learning Arabic speaking skills at Islamic boarding school modern Darul Hikmah is reflected in the learning design. This approach implemented through three programs, namely dialogue *(al-hiwār)*, patterns practice *(taṭbīq al-namūdzaāj),* and oral practice *(tarkīb al-syafāwi).* Salsabila et al. (2020) observed that the process of teaching Arabic using this method through three stages, namely: (1) Learning *Nūrul Bayān* (learning *hijāiyyah* pronunciation, spelling Al-Qur'an verses, and *tajwīd*), (2) learning Arabic (basic rules, *muhādaśah*, reading Arabic texts, and Arabic poetry), and (3) the practice of speaking Arabic, both in and out outside of the classroom.

The evaluation system used is an oral test carried out during the learning process and at the end of the program. Hartanto (2020) shows there is an influence between the implementation of pantomime games and after applying pantomime games that can be seen from the proportions student questionnaire, which states 75.31% of them agree and support the application of this game, they think that they are easier and more confident when speaking and make *muhādaśah* text afterward pantomime.

Thus, there are many types of research on *mahārah al-kālam* learning. However, research that examines *mahārah al-kalām* textbooks' matters in Arabic language courses is relatively few. It encourages researchers to complement previous studies' shortcomings by examining the *mahārah al-kalām* textbook's implementation in the Al-Azhar Arabic course, Pare.

METHOD

The method used in this research is descriptive qualitative research. Researchers intend to describe the following: First, Textbooks are used in learning speaking skills. Second, the method used in learning speaking skills. Third, the evaluation is used in learning speaking skills. This study's data collection technique uses three techniques known as triangulation, namely observation, interviews, and documentation. (1) Observation is used with a careful and real observation about implementing the great learning of *kalām* in the classroom. The researchers carry out observations by coming to the course directly. (2) Interviews are used to obtain

detailed information about the steps in implementing *mahārah al-kalām* learning book. The researcher interviewed the course director, teachers, and several students as informants. (3) Documentation in the form of taking several photos when learning activities take place. The researchers collect documentation that supports the research.

Figure 1: The technique of data collection using triangulation

1. Observation: The researchers carry out observations by coming to the course directly.

2. Interviews: The researcher interviewed the course director, teachers and students as informants.

3. Documentation: The researchers collect documentations that supports the research.
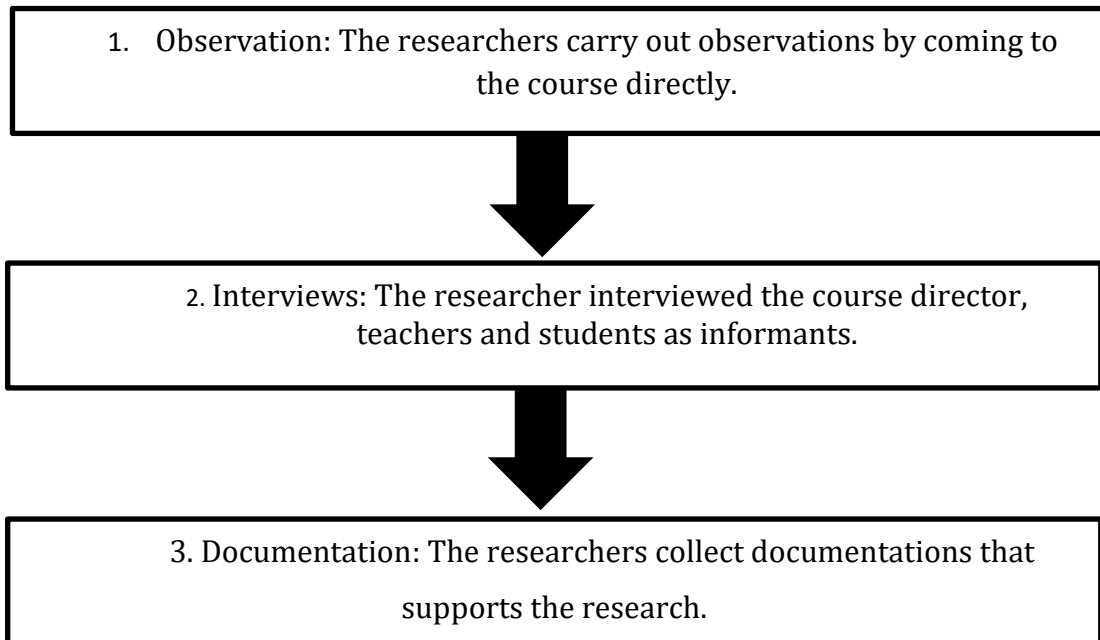
This study's data analysis technique uses the Miles and Huberman model (Sugiyono, 2012), which includes three data analysis activities, namely data reduction, data display, and conclusion drawing/verification. In this study, data reduction functions to sort out the raw data generated from observations, interviews, and documentation by research needs. After the reduction process, the researcher will present the data following the focus to be investigated, namely implementing the great learning book from the Arabic language course. The researcher also draws conclusions from the results of the reduction, presents the research data, and links them to previous studies' results to produce new findings.

RESULTS AND DISCUSSION

Learning *Mahārah Kalām*

The globalization era demands verbal communication (besides writing) in various sectors of life. Nawawi (2009) stated that speaking skills (*mahārah al-kalām*/speaking skill) are unique and primary communication skills. *Mahārah al-kalām* is a skill the sound of articulating sounds or words that are statement, statement or convey the intent, idea, ideas, thoughts, and feelings are structured and developed accordingly with the needs of listeners

what is said can be implemented by the other person. In a broader sense, speaking speaks a system of signs that can be heard and seen from which utilize several muscles and tissues of the human body to convey thoughts to meet their needs (Tarigan, 1994).

Some general principles or factors that underlie activities speak (Fachrurrozi & Mahyuddin, 2011), among others: (1) Need at least two people, a speaker and a listener, (2) using a shared linguistic code, (3) there is acceptance or recognition of a reference area general, (4) is an exchange between participants, (5) connect each speaker to another and to the environment immediately, (6) relate or related to the present, (7) involving organs or equipment related to language sounds/sounds and hearing (vocal and auditory apparatus), (8) not looking fur face and treat what is real and what which is accepted as a proposition in sound symbolization.

In the context of *mahārah al-kalām'*s teaching, at least there are four aspects that must be considered by the lecturer when planning lessons, namely: 1) Who will be taught; 2) What that needs to be taught; 3) How they will be taught; 4) With what tools they will be taught. Fachrurrozi & Mahyuddin (2011) stated some general guidelines in teaching speaking between others as follows: (1) Teaching speaking means training students to speak, (2) Students only talk about something he understands, (3) Students are always trained to be aware of what he is talking about, (4) The lecturer is not may interrupt students or too much-correcting student errors, (5) Lecturers do not sue students able to speak precisely like an Arab, (6) Object or topic talk is meaningful to students.

The Textbook as A Language Learning Media

Learning media is everything used to convey messages and stimulate thoughts, feelings, attention, and the willingness to learn to encourage the process to learn. Learning media has a very broad scope, namely humans, materials, or studies that build a condition that makes students able to acquire knowledge, skill, or attitude, for example, textbooks (Miarso, 2004). Schools in various parts of the world involve the use of textbooks in classroom learning (Baldwin & Baldwin, 1992; Sadker et al., 2009). Widodo (2018) observes that textbooks are curriculum tools that can help teachers and students recognize and learn society's values. Thus, textbooks can reinforce dominant beliefs and norms among students and shape children's social values, attitudes, and skills (Britton & Lumpkin, 1977; Jones et al., 1997).

Implementation *Mahārah Kalām* Book at Arabic Course

Based on the data exposure from the results of the observed learning places, interviews with the founder of the course and the teachers who teach, as well as documentation in the form of photos of learning activities, the researcher will describe the results of the research based on the following topics: types of learning books used in full-time class 1 Al-Azhar Pare Kediri, its application, and evaluation.

Table 1: Research results in the Al-Azhar Arabic course

Number	Topics	Results
1.	Types of learning books used	a. *Al-muhādaśah* b. *Mufradāt* 1500 *Al-mufradāt* c. *Al-qawāid taysīrun*
2.	Its application	a. Conversation (*Muhādaśah*) b. Song (*Al-ginā'*) c. Questions and answers (*As-ilah wa Ajwābah*) d. Memorize (*Mahfūẓāt*)
3.	Its evaluation	a. Daily evaluation b. Weekly evaluation c. Final evaluation

Types of Learning Book Used In Full-Time 1 Class

Full-time 1 is the most basic *muhādaśah* class with 50% of Arabic speaking method. There are still many book guides (teaching materials) guided by the teacher in the learning process. Using this teaching material, the teacher must be talented in choosing the method to motivate the students not to feel bored. Moreover, they remain active in the learning process. Because this course implements a dynamic learning system where students are more active in speaking, and the teacher is just a guide. In the classroom, the teacher is only given a maximum of 15 minutes to speak. Then, students must be active in learning.

Teaching materials used in the Al-Azhar course are books compiled directly by the course educator, taking into account the needs of the environment. And every month, the learning books are always updated. So, there are tutors here who have a hobby of writing to

update the learning books used. According to Martiyono, teaching materials are the content of learning, which includes knowledge, attitudes, and skills developed based on competency standards that must be achieved by students (Martiyono, 2012). Therefore, in Al-Azhar course using teaching materials were compiled directly by the course founder. So, they can adjust to the competency standards that students must achieve. And with the update every month, the teaching materials used can be adapted to the field's conditions.

According to (Hasanah, 2012), one form of teaching material to support learning is teaching materials in printed form, for example, student worksheets (LKS), books, modules, etc.. So, in full-time class 1, using book teaching materials as a guide for teachers and students. In this class, *muhādaṡah* learning materials use the book *al-muhādaṡah* 1, in *mufradāt* learning material using the book *mufradāt* 1500 *al-mufradāt* and in *qawā'id* learning using the book *qawāid taysīr* 1. All students must own these books because the book is a guideline when learning in class and outside the classroom. The learning materials such as:

a. *Muhādaṡah* (Conversation)

<div dir="rtl">

التعارف

في هذه الفرصة الثمينة إسمحوا لي أن أعرف نفسي لكم

إسمي الكامل	:	أحمد جنيدي
تنادونني	:	جنيدي
أنا قادم من/جئتُ من	:	سورابايا
تخرَّجتُ من	:	المعهد/ المدرسة/ الجامعة
والأن مازلتُ طالبا في	:	المعهد/ المدرسة/ الجامعة
هوايتي	:	قرائة القران/ لعبة الكرة القدم/ مشاهدة الأفلام
عمري	:	سبع عشرة سنة
أمنيتي	:	أريد أن أكون طبيبا/ مدرسا/ رئيش الجمهورية
أسكن الأن في	:	المسكن الثاني

</div>

قد سكنتُ هنا : .... ثلاثة أيام

سأسكن هنا : .... شهرا واحدا

هل عندكم السؤل؟...................................

وإلا، شكرا كثيرا على اهتمامكم ثم السلام عليكم ورحمة الله وبركاته

b. *Mufradāt* (Vocabulary)

Do/Does	هَلْ/أَ	For whom	لِمَنْ	What	ما
Which one	أَيُّ	Where	أَيْنَ	Who	مَنْ
In front of	أمامَ	Where	إلى أينَ	What	ماذا
Behind	وراء/خلْفَ	From where	مِنْ أيْنَ	Why	لماذا
On/Above	فوق/على	How	كَيْفَ	From what	ممّ
Under	تحت	When	مَتَى	With what	بماذا
In the	داخل	How many	كَمْ	What for	لأيّ شيء
Outside	خارج	What is (the price)	بِكَمْ	With whom	معَ مَنْ
Today	اليوم	Here	هنا	Between	بين
Now	الأن	There	هناك	Besides	جانب

c. *Qawāid* (Sentence Patterns)

الكلمة

- الكلمة هي ما تشكل جملة
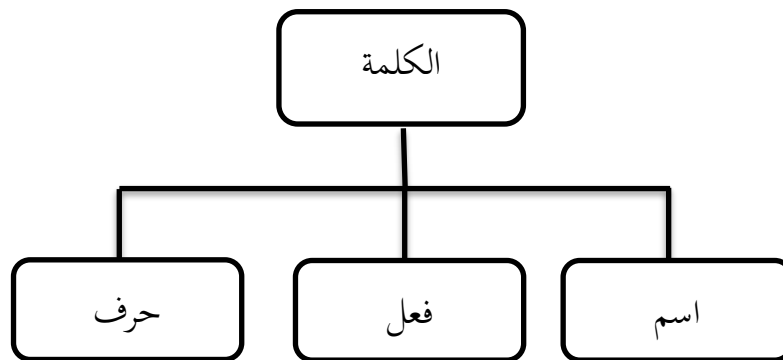
The word is something that forms a sentence

الكلمة ثلاثة أقسام:

١. الاسم (Noun)

٢. الفعل (Verb)

٣. الحرف (auxiliary word)

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          الكلمة
            │
   ┌────────┼────────┐
  حرف      فعل      اسم
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- الاسم

الاسم هو لفظ دل على إنسان أو حيوان أو نبات أو جماد أو أي شيء اخر لا تقترن بزمان

***Al-ismu*:** word that indicate the meaning of humans, animals, plants, objects, or anything that is not accompanied by time.

In simple terms, *al-ismu* is a noun.

The Application Of Learning Book Used In Full-Time 1 Class

A teacher uses the learning process method to achieve the desired goals (Hestiyani, 2019). And the accuracy of a teacher in choosing a method greatly determines the learning

success rate (Mustofa, 2011). There are many learning methods. For improving their Arabic speaking skills, the teachers in full-time class 1 use several ways, namely:

a. Conversation (*Muhādaṡah*)

The *Muhādaṡah* method is a way of presenting Arabic lessons through conversation, which can be established between teacher and student or between student and student while adding or enriching vocabulary as much as possible. *Muhādaṡah* is used to stress the pronunciation and habituation of using vocabulary. They are starting with using learning books that students have. If there is a *mufradāt* that the teacher is not known, write it down on the board. After that, the students repeatedly memorized the vocabulary on the writing board for a maximum of 15 minutes. *Muhādaṡah* begins with students being asked to speak Arabic directly. Then the teacher asks students in groups to talk with friends directly about the material being discussed.

b. Song (*Al-ginā'*)

The singing method is a learning method that uses singing as a vehicle for children learning. It is done every day before and after learning activities. This activity is carried out to foster student's enthusiasm for learning. As well as helping students memorize material, both *mufradāt* and *qawāid* material.

c. Question and Answer (*As-ilah wa Ajwābah*)

The question and answer method is a method where the teacher uses/gives students' questions, and students answer or otherwise. This method is used to train students to speak in pairs. Previously the teacher gave material to students. After that, students were asked to make several groups. Students prepare questions for their friends, and then their friends give answers to create a conversation between them. Finally, students were asked to practice in front of the class.

d. Memorization (*Mahfūẓāt*)

Memorizing is a method for presenting learning material so that the teacher instructs students to remember sentences or the number of verses that contain a word or story or wisdom (Muna, 2011). The number of vocabulary that must be memorized is 1500 vocabularies. If a student can remember 2000 vocabularies, he will get an additional certificate (*syahādah*), 1500 vocabularies from the book

(*mufradāt* 1500 *al-mufradāt*), and 500 vocabularies from dormitory books or unknown vocabularies given by the teacher in the classroom.

The learning method is a comprehensive program planning level closely related to the steps in procedurally delivering the subject matter, does not conflict with each other, and does not conflict with the approach (Hermawan, 2011). By using these methods, students in full-time 1 class are expected to speak Arabic easily and quickly within one month.

The Evaluation of Learning Book Used In Full-Time 1 Class

Evaluation is a systematic and continuous process to determine the quality of something, based on specific considerations and criteria to make a decision. The evaluations carried out during the learning process at the Al-Azhar Arabic course Pare are:

a. Daily Exams

On the daily exam, the teacher repeats the *mufradāt* obtained in the previous week. And the teacher asks each student in turn about the *mufradāt* that has been memorized. Then, the teacher mentions the Indonesian word or sentence to be translated into Arabic or otherwise. The *mufradāt* that students have obtained will be used to talk to their friends every day to create an Arabic-speaking environment.

b. Weekly Exams

Weekly exams are conducted in the second week. This exam aims to see the ability of students for two weeks. Furthermore, to motivate to be even more enthusiastic in the learning process. Students are asked to make a story on a paper in this exam, for example, *al-a'mālu al-yaumiyyah* and memorized. Then, the students tell it in front of the class.

c. Final Exam

In the last week, the teacher will ask the *mufradāt* studied from start to finish at random. Then, he will give questions, for example: introduce yourself, please! Students will develop their answers according to the abilities of each student. They are tested for about 5-10 minutes.

With this evaluation, the teacher can find out the student's abilities during the learning process. So, the teacher can know what actions to take if students have not mastered the material, and it becomes a teacher evaluation to improve it to be better.

CONCLUSION

From the results of this study, the textbooks used are books compiled directly by the founders of *al-muhādaśah* 1, *mufradāt* 1500 *al-mufradāt*, dan *al-qawāid taysīr* books available by field needs. Second, in learning to improve speaking skills, the teacher uses conversation, speaking, asking, and memorizing. Third, evaluations used in learning speaking skills are daily evaluations consisting of tests with material returned previously, weekly evaluations consisting of tests to create stories, which are memorized and then practiced in front of the class. A final evaluation covers all the material that has been studied with a duration of 5 -10 minutes.

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